



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 136049

DfES Number: 510696

INSPECTION DETAILS

Inspection Date 03/11/2004
Inspector Name Rachael Williams

SETTING DETAILS

Day Care Type Sessional Day Care, Full Day Care
Setting Name Patchway Centre Playgroup
Setting Address Patchway Community Centre
Rodway Road, Patchway
Bristol
South Gloucestershire
BS34 5PN

REGISTERED PROVIDER DETAILS

Name The Committee of Patchway Centre Playgroup 1051253

ORGANISATION DETAILS

Name Patchway Centre Playgroup
Address Patchway Community Centre
Rodway Road, Patchway
Bristol
South Gloucestershire
BS34 5PN

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Patchway Centre Playgroup opened in 1986. It operates from Patchway Community Centre, near Bristol. The group have use of the main hall and a smaller room for small-group activities. The playgroup serves the local community.

There are currently 25 children from two to five years on roll. This includes 23 funded three-year-olds. Children attend for a variety of sessions. At present there are no children who attend with special needs or who speak English as an additional language but children have been supported in the past.

The group offers care three full days a week and two mornings a week during school term times. Sessions are from 09:15 until 12:00 and from 13:15 until 15:45, with a lunch club from 12.15 to 13.15.

The full time supervisor and deputy hold early years qualifications to NVQ level three and are supported by three qualified part-time staff and three volunteers. The setting receives support from a mentor from the Early Years Development and Childcare Partnership and is a member of the Pre--School Learning Alliance.

How good is the Day Care?

Patchway Centre Playgroup offers good standards of care for children.

Experienced and appropriately qualified staff work directly with the children providing good supervision through the support of volunteers. A spacious hall is organised well to provide various experiences for the children. The daily register shows accurate times of attendance for the children but excludes the times for staff and visitors.

A good range of interesting experiences are offered to the children who can access them independently. Activities are supported well through the use of a good range of toys and resources to offer a balance of experiences and challenges. Staff have good knowledge of the children through effective key worker grouping. There is good staff support for the children who interact well to meet their individual needs. There

are good arrangements to identify and observe special needs to support their progress. All children are included through appropriate adaptation of activities. Behaviour is managed effectively with consistent strategies and explanations.

Staff deploy themselves well and are vigilant about children's safety ensuring that all areas are secure. Regular fire drills are recorded but an additional log has yet to be established. There are good arrangements to ensure health and hygiene are promoted well for example, healthy and nutritious snacks are supplied.

There are good arrangements to ensure parents are well informed of the provision through a relevant prospectus and regular newsletters. Children's achievements are regularly shared through key worker discussions and a 'stepping stones' tracking system. Most policies are relevant to the setting although an appropriate child protection policy is not available.

What has improved since the last inspection?

No actions were raised at the last inspection.

What is being done well?

- Experienced and well-qualified staff work directly with the children. High ratios are maintained through the use of volunteers.
- Staff manage behaviour well with appropriate and consistent strategies. Children are regularly praised when behaving appropriately.
- The spacious hall is organised well to provide a good range of interesting experiences which can be independently accessed by children. Staff interact well and support children in their choices.
- Staff have good knowledge of children's needs and there are good arrangements to support special needs through the adaptation of activities.
- Parents are well informed about the provision through an informative notice board, regular updates and newsletters and a relevant prospectus. There are good arrangements to ensure parents are aware of children's achievements and progression through regular key worker discussions and the opportunity to share the 'stepping stones' tracking record.

What needs to be improved?

- the daily register to include accurate times of arrival and departure for staff and visitors
- the fire log to include appropriate fire drill information
- a statement of child protection arrangements based on Area Child Protection Committee procedure.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since the 1st of April 2004 Ofsted have not received any complaints about this setting.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure the daily register shows accurate times of arrival and departure for staff and visitors.
6	Meet any recommendations made by the Fire Safety Officer in this case a Fire Log Book.
13	Ensure that the child protection procedure is relevant to the playgroup complies with local Area Child Protection Committee (ACPC) procedures which includes a statement of what to do if an allegation is made against a member of staff.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Patchway Centre Playgroup provides good quality education for the funded children. Through interesting experiences children are making generally good progress towards the early learning goals overall. Very good progress is made in personal, social and emotional development, mathematical and physical development.

The quality of teaching is generally good. Staff manage the children very well and have good relationships with them. They plan a good range of practical activities and most staff understand what children learn from them. However, clearer planning is needed to ensure all staff are certain about the proposed activity and can evaluate them effectively in order to influence future learning. Good community links and use of the environmental area have promoted children's understanding of the natural world and their sense of place.

There are good arrangements to ensure children's educational needs are met through support and good interaction by staff. Staff are good at offering children explanations using appropriate vocabulary and showing them how things, such as creating a play dough ball, can be accomplished. Children's progress is effectively monitored and is supported well by appropriate, annotated observations.

Leadership and management is generally good. The staff and committee have established supportive relationships and there is good delegation of responsibilities. The group are committed to sharing knowledge through good liaison with other settings and good communication with an advisory teacher. A rigorous system to monitor and evaluate the provision, including the sharing of appropriate teaching strategies, has not been established.

Partnership with parents is very good. Parents are encouraged to be involved through completing an informative 'I can do' booklet with their child. There are good arrangements to ensure that children's achievements and progression are regularly shared.

What is being done well?

- Good community links have been established for example, involvement in the annual street fayre and Festival Garden competition. The recently developed environmental area has encouraged children to look at nature and has developed their curiosity in the natural world.
- Children's progress is effectively monitored. Staff make regular observations which are recorded in an appropriate tracking document and records the next steps in children's learning. Each term parents are shown the tracking document and are asked to add their own comments.
- Children behave well. There are clear routines and boundaries and effective

use is made of appropriate strategies which are consistently applied. Praise is used well to encourage good behaviour.

- Children are versatile in their movements and are able to change direction, alter their speed and stop appropriately.
- Children enthusiastically participate in number rhymes. Children recite numbers to 10 well and are beginning to independently count objects, pointing to each object giving the correct number name. Numerical knowledge is used well to calculate and problem solve.

What needs to be improved?

- planning to clearly show the proposed activity and what it is intended children will learn to ensure that it is effectively evaluated to support future learning
- monitoring and evaluating the provision and teaching methods to ensure continuity and consistency
- opportunities to handle books
- regular and planned opportunities to use information and communication technology
- opportunities to combine media and for children to express themselves freely and imaginatively in dance and music.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have introduced a number of effective measures to improve organisation, behaviour management and to introduce phonics through a scheme.

The children are supported well by experienced and qualified staff and high ratios are maintained through the additional use of volunteers. Organisation of the whole group sessions have been effectively addressed to ensure children are involved in appropriate activities for short periods of time. Children show sustained interest and involvement during the three shorter sessions.

Behaviour is managed appropriately with consistent strategies applied. Children behave well and are clear of rules, routines and boundaries. Inappropriate behaviour is discussed and staff provide good explanations to ensure children are aware of the difference between right and wrong.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children use the room independently accessing activities which interest them and move freely between the well organised activities. Children involve themselves in whole group activities with sustained interest for example, matching noses to animals. Children separate willingly from their carers and are keen to enter the premises. Through good links with the community children show a strong sense of self. Children behave well showing respect for their peers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and are keen to discuss their experiences in both large groups and in one-to-one situations. Children explain their intentions for example, when painting fireworks, and discuss modifications. Children enjoy stories and listen attentively. However, they are not sufficiently encouraged to discuss how the story may end or what happens next. The book area is not readily used and children are not encouraged to access books on a daily basis.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

During the whole group times children are encouraged to compare groups, recognising which has more or less, and to use numerical understanding to solve problems for example, assembling the stacking beakers. Children recite numbers to 10 and beyond confidently and enjoy participating in number rhymes. Children are beginning to count objects pointing to each one when saying the correct number name. More able children are able to recognise numbers to five.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children use the environmental area well to explore growth and change. Children willingly express their feelings about personal events within the community and there are good opportunities to explore their beliefs. Children investigate construction kits well and are able to join pieces together to build and balance for example, completing the balance beam or a jigsaw. Although there are various information and communication technology resources children do not have regular, planned experiences.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move well and are able to change direction, alter their speed and stop to avoid collisions. Children show good spatial awareness and are able to negotiate pathways well. Tools are handled well for example, mark making equipment, showing developing coordination skills. Malleable materials, such as play dough, are explored well. Children move in a variety of ways for example, sliding and crawling under the parachute.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Through topic work children are able to differentiate colour and to select appropriate colours for the task for example, colouring a crocodile. Children explore colour mixing through the use of their hands. Children enjoy singing and listen to songs on a tape. Instruments are used well and children are able to identify how they are played. There are few opportunities for children to explore and combine media and to respond imaginatively through music and dance.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Develop a rigorous system to monitor and evaluate the provision, including teaching methods, to ensure continuity and consistency.
- Develop planning to ensure that the proposed activity is clearly identified and to provide further opportunities for children to handle books, use resources to support information and communication technology, to combine media and for children to express themselves freely and imaginatively in dance and music.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.